**Understanding By Design – Backwards Design Process**

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| **Stage 1 – Desired Results** | |
| **Common Core/NC Essential Standard(s):**   * B. CR (Basic Contextural Relevancy) – Understand the relationships between music and concepts from other areas. * B. CR (Basic Contextural Relevancy) – Identify basic health and wellness issues that performing artists often experience. | |
| **Unit Understanding (s)/Goals:**  By the end of this unit students will understand the way the vocal mechanism works. They will also understand that good vocal health is essential to maintaining and improving their voices and singing abilities. | **Unit Essential Question(s):**   * How do our body parts interact to produce sound?      * What care is required to keep your voice healthy? |
| ***Objectives (outcomes):***  *Students will know:*   * *Components of the vocal mechanism and how they interact to produce sound.* * *Behaviors and habits necessary to maintain good vocal health.* * *Vocabulary:* * *Respiration: Inhalation, Exhalation, Trachea* * *Actuators: Lungs, Diaphragm, Intercostal Muscles* * *Oscillators(Vibrators): Larynx, Vocal Cords* * *Resonators: Mouth, Nasal Cavity, Throat (Pharynx)* * *Articulators: Lips, Teeth, Tongue* * *Phonation: Frequency, Abduction, Adduction* * *Vocal Abuse/Overuse: Polyps, Nodules, Hemorrhage, Reflux, Hydration, Laryngitis*   *Students will be able to:*   * *Describe the process of phonation.* * *Demonstrate correct posture and breathing techniques necessary for proper vocal production.* * *Describe the actions/habits necessary for maintaining good vocal health and identify the problems resulting from vocal overuse and abuse.* | |
| ***Stage 2 – Assessment Evidence*** | |
| ***\*Performance Task(s): Constructed Response:****“Your Voice! Keep it Healthy!”*  *In groups students will create oral presentations to explain the vocal process and present persuasive arguments for maintaining good vocal health habits. The presentation will include each of the following topics:*   * *Vocal Anatomy* * *Vocal Physiology/Sound Production* * *Vocal Abuse and Overuse* * *Vocal Injury and Disease* * *Good Vocal Health Habits* | ***Other Evidence:***   * *Label a diagram of the vocal mechanism.* * *Physical demonstration of correct singing posture.* * *Vocabulary Test* * *Paragraph describing the process of phonation using required vocabulary appropriately.* * *Performance Task\** * *Multiple choice, true/false and fill in the blank test regarding vocal health and physiology.* |
| ***Stage 3 – Learning Plan*** | |
| ***Learning Activities:***   * *Physical practice every day.* * *Peer assessment/partners of correct posture for singing.* * *View diagram of vocal mechanism and label.* * *View PowerPoint on vocal health and take notes.* * *Entry ticket from previous days’ Power Point presentation* * *Bluff game on vocabulary terms.* * *Use vocabulary terms to create a paragraph describing phonation* * *Visit Media Center to create visual for performance task\** | |

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| ***Unit Resources*** |
| * *DVD: Fritz Mountford, Ball State University, The Owner’s Manual for the Voice, The Five Ts of Vocal Production,* * *POWER POINT: Benson, Brad, Panther Creek High School, Located at WCPSS.net, Blackboard* * *Choir Builders, Dillworth, Rollo, Hal Leonard, 2005.* * *POWER POINT: Carol Krueger, Vocal Technique* |

*\*See Attached*

**Constructed Response Question/Performance Task**

**Your Voice! How to Keep it Healthy!**

Groups of five students will create and perform for the class presentations designed for a pre-teen TV Channel which explain the vocal process and present persuasive arguments for maintaining good vocal health habits. The presentation must include information a pertaining to each of following topics:

1. Vocal Anatomy
2. Vocal Physiology/Phonation
3. Vocal Abuse and Overuse
4. Vocal Injury and Disease
5. Good Vocal Health Habits

Process

1. Decide how you will present your information:

* Set to a familiar tune or various tunes
* Rap using beat box rhythms
* Original composition
* A cappella, with instrumental accompaniment
* Other

1. Compose your lyrics

* Must include all vocabulary from list
* Must be presented in an organized manner

1. Rehearse with group
2. Present for classmates

A Full Value Performance will:

1. Present a performance that covers each topic pertaining to Vocal Health and the Singing Voice.
2. Present in a logical, organized manner.
3. Use all required vocabulary\*
4. Be performed without notes
5. Be creative, imaginative, entertaining.
6. See Rubric on reverse side.

Vocabulary:

* Respiration: Inhalation, Exhalation, Trachea
* Actuators: Lungs, Diaphragm, Intercostal Muscles
* Oscillators(Vibrators): Larynx, Vocal Cords,
* Phonation: Abduction, Adduction, Frequency
* Resonators: Mouth, Nasal Cavity, Throat (Pharynx)
* Articulators: Lips, Teeth, Tongue
* Vocal Abuse/Overuse: Polyps, Nodules, Hemorrhage, Reflux, Hydration, Laryngitis

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| **Oral Presentation Rubric : Your Voice! Keep it Healthy** | | | | |  |
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| Teacher Name: **R McCoy** | |  | | | |
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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  | |
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| CATEGORY | 16 (A) | 15 (B) | 14 (C) | 12 (D) | Points |
| Content | Covers each topic and shows a full understanding of each topic. | Covers each topic and shows a good understanding of each topic. | Covers most topics and shows some understanding of the topics. | Does not cover each topic and does not seem to understand the topics very well. |  |
| Vocabulary | Uses all required vocabulary for each topic and extends audience vocabulary by defining words that might be new to audience. | Uses most of the required vocabulary for each topic and but does not define words that might be new to audience. | Uses some of the required vocabulary for each topic but does not define words that might be new to audience. | Uses little of the required vocabulary and does not define words for audience. |  |
| Collaboration with Peers | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause problems in the group. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |  |
| Posture and Eye Contact | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. |  |
| Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |  |
| Listens to Other Presentations | Listens intently. Does not make distracting noises or movements. | Listens intently but has one distracting noise or movement. | Sometimes does not appear to be listening but is not distracting. | Sometimes does not appear to be listening and has distracting noises or movements. |  |
|  |  |  |  | Just for Trying!! | 4 |
|  |  |  |  | TOTAL POINTS |  |

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| ***Planning Calendar*** | | | | |
| *Day 1*  *Physical Practice*  *PowerPoint/* ***Respiration***  *Terms: Inhalation, Exhalation, Diaphragm, Lungs,*  *Trachea,*  *Epligottis* | *Day 2*  *Physical*  *Practice*  ***Entry Ticket on Respiration***  *Write a*  *paragraph in Learning Log describing the process of* ***Respiration*** *using specific vocabulary.* | *Day 3*  *Physical Practice*  *PowerPoint/*  ***Phonation***  *Vocal Cords, Larynx,*  *Adduction, Abduction, Vibration, Frequency*  ***Exit Ticket*** | *Day 4*  *Physical Practice*  *Write a paragraph in Learning Log describing the process of* ***Phonation*** *use specific vocabulary.* | *Day 5*  *Physical Practice*  *Bluff Game on* ***Phonation*** *and* ***Respiration.*** |
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| *Day 6*  *Physical Practice*  *PowerPoint/*  ***Vocal Abuse***  ***And Overuse***  *Polyps, Nodules, Hemorrhage, Laryngitis, Cancer* | *Day 7*  *Physical Practice*  *Pair Share*  ***Vocal Abuse***  ***And Overuse*** | *Day 8*  *Physical Practice*  *Paragraph in Learning Log describing*  ***Vocal Abuse and Overuse*** *using specific vocabulary.* | *Day 9*  *Physical Practice*  ***Resonation*** *– Amplification, color, beauty of sound.* ***Resonators:*** *Mouth, throat, nasal cavity* ***Articulators*** *– Teeth, tongue, lips.* | *Day 10*  *Physical Practice*  ***Quiz – Resonator or Articulator****?*  *Assign groups for performance task.* |
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| *Day 11*  *Physical Practice*  *Label the vocal mechanism on diagram.* | *Day 12*  *Physical Practice*  *Work in groups on presentations.* | *Day 13*  *Physical Practice*  *Bluff Game to review vocabulary.*  *Work on project presentations in groups.* | *Day 14*  ***Vocal Physiology Test.*** | *Day 15*  ***Performance Task Presentations*** |
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